Name: Rachel Fischhoff Grade: 5 Date: April 30, 2012

Lucy Terry Prince

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| Lesson Sources: True to Our Native Land, Beginnings to 1770 |
| Lesson Objectives: Students will make a conjecture about the political orientation of Lucy Terry Prince by learning about her life and reading her obituary. |
| Standards: |
| Multicultural Content: |
| Materials and Advanced Preparation: |
| Prior Knowledge and Skills Needed: Loyalists, Patriots, slaves, freeman |
| Key/New Vocabulary: |

Lesson Procedure: Part One

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| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **1. Connection**   * We have been learning a lot about the Patriots and the Loyalists—thinking about what was important to these two groups of people, what they valued, and how that influenced their choice to be a Loyalist or a Patriot. * Today, we are going to learn about another person who was alive at that time, Lucy Terry Prince. | Explain purpose of mini-lesson |  |
| 10 min max | **2. The Teaching (The Giving of Information):**   * Lucy Terry Prince’s story is different than the other stories we have been reading about people living in the colonies for a few reasons. * For one, she was a woman. She was also black. Lucy Terry Prince was born a slave, but was later freed. She married another free black man, Ajijah Prince. Together, they lived and raised a family in Vermont. * We don’t know very much about the opinions of black people at this time, because they were not yet allowed to vote and many could not record their thoughts in books and letters. * However, as historians, we can use what evidence we do have to hypothesize about the lives and opinions of historical figures. | * What will students do to take in the information? | * How will you know what students taking in? |
|  | **3. Have-A-Go (optional)**  How will you direct students to try on a piece of the work of the day? | How will students be actively involved?  By:   * Practicing the mini-lesson * Partner Talk * Planning their day’s work | * How will you assess students’ understanding of the teaching? * How will you give feedback? |
| **Anticipated Responses/Outcomes:**   * What range of responses are you looking for? * What kinds of strategies do you think students will use? * How will stronger and weaker students work through activity? | | | |
|  | **4. The Link**  How will you explain how students will use the teaching during independent work? | **(Workshop Time)**   * What will students go off and do to apply the teaching? * Will students select what strategy or * teaching they want to apply (self determination)? | * How will you know what strategy or teaching students are applying? * What will you record during the conferencing? * Which students will you conference with today? |
|  | **5. Closing (at the share)**  What will you ask students (how many) to do to share their efforts of the day?  How will you wrap up the mini-lesson?  Will you link it to tomorrow’s work? | * What are students going to share/ respond to? * How many students will share? * How will you determine who shares? | * How will you assess the application of the concept during the workshop time? * How will you communicate to the students what they accomplished today? |
| **Anticipated Responses/Outcomes:**   * What range of responses are you looking for? * What kinds of strategies do you think students will use? * How will stronger and weaker students work through activity? | | | |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?